

John Colet School

Annual Report 2021



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1: A message from key school bodies

Message from the Board of Governors

This year has, for the second time in two years, proved an exceptional one in the history of John Colet School. Once again, the Board has been placed in the position of an 'absentee Board', in that for most of the year we have not been able to visit the School and see first-hand what is happening.

As I understand it, a great deal has been happening, mostly out of the homes of the wonderful, dedicated and capable teachers, in teaching the children online. This has placed a great strain on the teachers, parents, staff and possibly the children too, in some cases. Apparently, though, most of our students have thrived and grown in the online environment, a tribute to the teachers, staff, students and, of course, their families. It is wonderful to see that the children are now back at School, and I gather nearly all of them are delighted to be back in each other's company, and with their teachers.

The Board has also regularly met online to oversee the ethos, governance, finances, building program and policies, among other matters. "Other matters" includes workplace health and safety, and it was reassuring to hear how the School has been supporting the teachers in their distance workplaces, to ensure their health and safety.

This year has had its share of tragedy as well, with the passing of Ms. Dalgleish. The Board offers its sympathy and condolence to the family, as well as the staff, students and their families affected by this sad event.

Mrs Dunn and Mrs Kearney both retired this year, after many decades of devoted service as teachers at John Colet School. They have our gratitude and appreciation for the dedicated and wonderful work they have done for so long in the School – a whole generation of children have been educated and nourished at their hands. We wish them great fulfilment and happiness in their retirement from teaching, which we know does not mean retirement from enjoying life and fulfilling purpose.

Now the children are back on campus they can see the progress that is being made on the building program. As you know, we are constructing two beautiful, large, new classrooms as well as a permanent Art Room, plus all-new playground areas and an undercover play area. There is also a new playground, Burumurring, already in use. We are planning for the buildings now under construction to be ready for Open Day next year, and trust that everyone will be allowed on campus then!

John Colet continues to grow, in numbers as well as in its values, ethos and academic achievements; and this is a tribute to Mr Wilcock and his dedicated Executive and staff.

Philip Wolfers - Chairman

Message from the Headmaster

Another challenging year for the John Colet School community, yet once more a year in which we have prevailed and, in many ways, become stronger and more connected than before.

Firstly, a heartfelt thank you to all our staff, who have stepped up again amongst a myriad of changing circumstances to support our school, our students, and each other. They are exceptional professionals, with whom I feel honoured to work with.

To our parents, who once again this year had to juggle home life and work commitments while also support their child's learning, thank you. A special thanks to our P&F led by the wonderful Mrs Hyams-Young, her executive team, the class representatives, and the many parents who helped in our events and celebrations.

To our Board who volunteer their time to support our school in the background, keeping the ship afloat and on course, I give my personal thanks. They are committed to the wellbeing and fine education of our students, and their service continues to be the backbone of John Colet School.

And to our students, who have endured with resilience, changes over the past two years which have no comparison. In particular, our graduating 6th Class students who have shown by example the very best character as leaders of our school.

The future is looking brighter. Over the past few years, there has been a lot of loss, anxiety and frustration over the global and local situation we find ourselves in. And while it is looking more positive for 2022, there are still challenges ahead, maybe in the same form or maybe different. There will always be challenges, be they global, local, or personal.

It is useful and helpful to look and plan ahead, however, it is best to do so with the facts that we have in that moment, in the present.

Likewise, we do have to look to the past so that we may learn from our mistakes and successes when meeting new challenges. That is what learning is. However, letting the past dictate or limit our perceptions is to be avoided. Wishing we made a different decision in the past, living with regret, is not helpful. Treating the present moment in the context of the past and judging it, or having expectations that what has happened before will happen again, is often limiting.

In the School of Philosophy from which we base our educational approach, there is the practice of staying in the light. The past is set, fixed, unmoving and not fully visible. The future is yet to come, it is unknowable, cannot be seen and therefore dark. The present is here right now, it is illuminated, right in front of you, lit and visible.

We all need help staying in the present whether we are children or adults, and exercises or tools in attention help bring us there. It is one of the fundamental aspects about why we teach some of our unique subjects such as Sanskrit, Singing, Shakespeare, or our extended Art program. But it is also the way in which we teach and learn at John Colet School, with focus,

with care, in giving our best to the work in front of us. And of course, the regular practice of pausing is the central pillar of our educational pedagogy.

Being present is not easy. It does need to be taught and practiced. Our minds continually want to move from one thought to the next, snowballing from one idea to another, usually just touching on the surface but always active. A moment of silence can often bring this to an end allowing a person to connect with their senses, stop the spiral of thoughts and give full attention to what is in front of them, whether this is listening to instructions, beginning a piece of work, or just simply being aware of our surroundings.

Our daily practices of attention continue to help many of us as we deal with uncertainty and change.

Being resilient is about being in the present and appreciating what we have control over, yet also being committed to our beliefs and goals. Resilience is in essence a set of behaviours or habits that need to be practiced rather than some innate characteristic. Acting with resilience is about putting yourself on the surfboard rather than being washed away by the wave.

Our graduating students - all individuals, all of different characters, interests and talents - have these skills in attention in common, and with continued practice always will. I recommend that they look to stay in the bright light of the present, and if they feel the pull of the darkness of the future or the past, it may help to remember our School Motto, Testare de illa Luce, Bear witness of that light.

Julian Wilcock – Headmaster

Vision Statement:

Our vision, which is the purpose for which the school was founded and which it seeks to serve in the long term, is to make practical the school's motto "Testare de Illa Luce" (Bear Witness of that Light) by:

- Introducing the children to simple, effective techniques of self-awareness
- Building good character by giving children a moral and ethical framework for living
- Having dedicated teachers teach the finest content; nourishing the children physically, mentally, emotionally and spiritually; and preparing them for a happy, productive and responsible life.

Mission:

Our mission, which is our near-term goal and which is the school's way of putting its Vision into practice, is that the children:

- Have experience of inner stillness and peace
- Set an example of good character and service to others, in accordance with the School Values
- Are emotionally resilient
- Pursue excellence in their conduct, and in their academic and other school activities
- Are well-versed in the NSW Curriculum, the school's own benchmarks of success, and can effectively build on their primary school learning in high school and beyond.

2: Contextual information about the school and characteristics of the student body

John Colet School is a multi-faith, co-ed, independent K-6 school, located within a peaceful bushland setting in Belrose, on the Northern Beaches of Sydney. Our school is comprised of two classes at each year level.

Our focus is on the development of character, attention, academic achievement, a rich cultural curriculum and values. Alongside the core NSW syllabus, the curriculum includes Shakespeare, weekly Philosophy classes, Sanskrit, Choral singing and an enriched Art program. The curriculum is delivered through a combination of open-ended, enquiry-based learning for subjects such as History, Science and Philosophy; and direct instruction for subjects such as grammar, spelling and maths; for example learning times tables, where the children are encouraged to learn the basic facts by heart. John Colet School has first-class academic results with a high proportion of scholarships and entry to selective schools.

For the development of character and emotional awareness, the children are introduced to simple exercises in mindfulness and inner stillness. The aim is to give them a quiet sense of self-awareness and confidence. Philosophy classes are conducted as open discussions addressing questions such as: What is my relationship to others and to myself? How can I be my best self? What is the best way to live a happy life? The School actively teaches children skills to develop focus and attention that are applied in all subject areas.

We offer a range of inter-school activities including Debating, Singing, Chess and inter-school sports competitions between independent schools from the Northern Beaches area. Our sporting program also includes swimming and athletics.

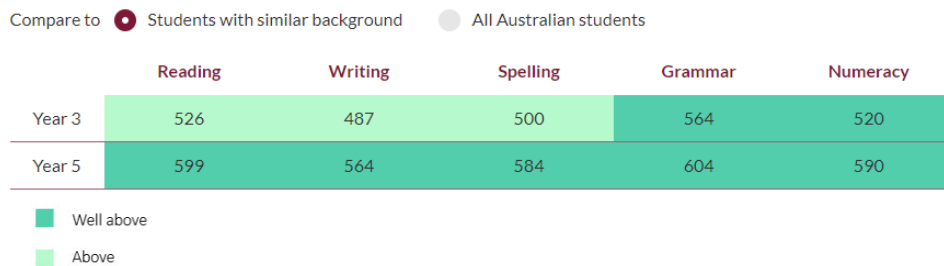
A few unique aspects to the school include the fact that where possible the teachers stay with the same class for several years. This develops the relationship between teacher and pupil, which enhances the educational process. We have a vegetarian policy, and we provide a sit-down lunch to staff and students.

Our enrichment program includes Latin, extension classes in creative writing and maths problem solving and theatrical and musical productions including an annual Shakespeare Festival in which all the children perform. We have a policy, where necessary, of subject acceleration. We also have, for some subjects, ability grouping and individual educational programs. We have an excellent record of academic achievement in external exams and entry into high school. More important than focusing only on the high achievers, is the fact that we encourage every child to do their best.

The School is non-selective and has students from a variety of cultural and socio-economic backgrounds. It is the belief, that as a stand-alone primary school, this stage of education is fundamental. In primary it is important to provide a holistic approach to nourish the body, mind, and spirit of every child. Balance is important, and our enriched curriculum builds students' confidence to engage with whatever is in front of them, which naturally inspires a love of learning.

3: Student outcomes in standardized national literacy and numeracy testing

Student Performance in National Tests



NAPLAN results are available on My School

<https://www.myschool.edu.au/school/43979/naplan/results/2021#results>).

4: Senior Secondary Outcomes

n/a

5: Professional learning and teacher standards

Teaching Staff Details (responsible for delivery of NSW curriculum)

| Category | Number of Teachers |
|---|--------------------|
| (i) Teachers who have teacher qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or | 17 |
| (ii) Teachers who have a bachelor's degree from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications. | 2 |

Total teacher numbers are listed on the My School website.

<https://www.myschool.edu.au/school/43979>

Teacher accreditation

| Level of Accreditation | Number of teachers |
|---|--------------------|
| Conditional | 2 |
| Provisional | 1 |
| Proficient Teacher | 19 |
| Highly Accomplished Teacher (voluntary accreditation) | 0 |
| Lead Teacher (voluntary accreditation) | 0 |
| Total number of teachers | 22 |

The Board of Governors and the School Executive participated in various courses and seminars conducted by the Association of Independent Schools. All the teaching staff participated in professional development including NSW Anaphylaxis Education Program, emergency evacuation, child protection legislation covering the following policies: Abuse identification and Notification; Child Protection Incident Management; Detecting, Reporting and Addressing behaviours; Executive Summary; Information Sharing; Mandatory Reporting; Reportable Conduct; WWC; Child Protection Summary; as well as the following courses: Emotional EQ and Identifying Mental Issues in Children..

In addition, the following professional learning activities were undertaken by staff throughout 2021.

| Description of professional learning activity | Number of teaching staff |
|---|--------------------------|
| Talk for Writing Essentials | 1 |
| AIS Music Education in Motion | 1 |
| Orff Training | 1 |
| Teaching Autism | 1 |
| Spelling Essentials K-6 | 3 |
| Talk for Writing online | 1 |
| Data Informed Evidence Based Teaching | 1 |
| Teaching Primary History with Indigenous Perspectives | 1 |
| Treatment for Children with Selective Mutism | 2 |
| AISNSW Years K-10 PDHPE Road Safety Resource Exploration | 1 |
| Teaching for Neurodiversity | 1 |
| Cengage training | 6 |
| Effective Whole School Wellbeing Approaches | 1 |
| Introduction to Guided Reading | 1 |
| Planning and Teaching Guided Reading in the Senior School | 1 |

6: Workforce composition

Information is available at the My School website: <https://www.myschool.edu.au/school/43979>
 No Aboriginal and Torres Strait Islander staff members were employed in 2021.

7: Student attendance and management of non-attendance, secondary retention

Student Attendance Rate

For whole school student attendance rates please refer to the school's data on the My School website:

<https://www.myschool.edu.au/school/43979>

Student attendance rate

| Grade | Average student attendance rate in Semester 1 | Average student attendance rate in Term 3 |
|-----------------------|---|---|
| Lower First | 94.8% | 99.6% |
| Upper First | 98.1% | 99.8% |
| 2 nd Class | 94.7% | 99.1% |
| 3 rd Class | 96.3% | 99.7% |
| 4 th Class | 94.6% | 99.7% |
| 5 th Class | 94.9% | 99.4% |
| 6 th Class | 89.0% | 100.0% |
| Whole School | 94.8% | 99.6% |

Management of Non-Attendance:.

Attendance-Action Plan

1. Parent/Care Giver Responsibility

It is the responsibility of the Parent/Carer to:

- a) Ensure that their child attends school regularly.
- b) Promptly explain absences or partial absences by:
 - i. By 9.00 am on the day of absence, email: attendance@johncolet.nsw.edu.au or telephone the School Office 94518395.
 - ii. Inform class teachers of the reason for absence, by email or other means, and cc the school office.
 - iii. If communication is oral this must be followed up by written communication.
- c) Obtain a Medical Certificate for illness longer than 3 days if required by Head of School.
- d) Make requests for extended leave using the [application for extended leave form](#), with reasons for leave: such as Family (bereavement, weddings), Educational, Cultural/religious events and other special family circumstances.

2. Student Responsibility

- a) When he/she arrives at School on time (at or before 8.30am), then he/she is to go to his or her Home Classroom.

- b) When arriving at School late (after 8.30 am) he/she is to report to the School Office first and collect a Late Pass, and then he/she is to go to his/her Home Classroom and give the Late Pass to the Teacher.

3. Teacher Responsibility

It is the responsibility of the Teacher to:

- a) Mark and submit the roll on Sentral in accordance with the common code approved by the Minister, within the first 15 minutes of arrival in Home Classroom, unless delayed by School timetable (eg Assembly).
- b) In the event of unexplained absence contact the office immediately.
- c) Collect the Late Pass from any student who arrives late.
- d) In the event that a student arrives late and does not have a Late Pass, then the Teacher will send that student to the School Office to obtain a Late Pass and will then collect that Late Pass from the student.
- e) Email any communications regarding attendance or absences from any Parent/Caregiver to admin@johncolet.nsw.edu.au.
- f) Refer requests for extended leave to the Head of School.

4. School Office Responsibility

It is the responsibility of the School Office staff to:

- a) Keep student records up to date.
- b) Issue Late Passes.
- c) Telephone Teachers by 9.15 am, to request any outstanding absences
- d) Check any parent/carer communications and log reasons for any absence into Sentral. In the event of computers and email being inaccessible, the Office will telephone parents to confirm absences.
- e) On receipt of notice of absence, inform class teacher.
- f) In the event of unexplained absence:
 - i. Check with siblings, parents and school executive immediately.
 - ii. In the event that i) above does not yield a satisfactory explanation for the absence, inform Head of School and call Police.
- g) File written communications from Parent/Carer detailing reasons for absence. Follow up parent/care givers who have not provided a written note until it is provided.
- h) Notify the Head of School of any repeated/ongoing absence or unexplained absence.
- i) Arrange for secure filing of Attendance Registers.
- j) Update STATS (Non-Government School's Student Attendance System) as required.

5. Deputy Head Responsibility

It is the responsibility of the Deputy Head to:

- a) Monitor compliance by the Teachers with the School's Attendance Policy, Procedure and Action Plan including giving feedback and training as required.

- b) In the event that a student has an identified record of repeated/ongoing absence exceeding 15% of school days per half term, the Deputy Head will inform the Head of School. The Head of School will then arrange for the School Office to contact the parents by email. A copy of this email is to be filed in the student's personal file.

6. Registrar Responsibility

It is the responsibility of the Registrar to:

- a) Receive student details on enrolment forms and arrange for these to be entered into Sentral.
- b) Receive confirmation that a student will be leaving the school and find out details, as legally required, detailing the name of the new school the student will attend. Where the destination is unknown, follow up with NSW Department of Education Officer with liaison responsibilities, giving name, age, and last known address. Note in Sentral the date and possible future school and follow up with the parents.
- c) Ascertain the reasons parent/care giver provides for leaving the school.

7. Head of School Responsibility

It is the responsibility of the Head of School to:

- a) Consider any written requests from Parents for extended leave and to approve or not approve such requests in accordance with the legislation detailed in definitions below.
- b) Monitor repeated or ongoing absence via Weekly staff meeting and Attendance records.
- c) In the case of repeated or ongoing absence:
 - i. Weekly identification of students with ongoing absences.
 - ii. Ensure that the Class Teacher has alerted parents/care givers that this has been noted, and any ongoing situation noted by the Deputy Head.
 - iii. If necessary work with the Deputy Head, Class Teachers and parents/care givers to devise strategies to improve school attendance.

8. Definitions

“Repeated absence” means a student misses school intermittently but repeatedly.

“Ongoing absence” means that a student misses school continuously.

“Extended Leave” means absence aside from illness or accident (eg. Movie role, overseas travel) up to 100 days in 12 months as per the Minister's delegation under Section 25 of the Education Act.

8: Enrolment policies

Introduction

This policy sets out principles and priorities for enrolment in John Colet School. It also outlines the School's procedure for enrolment.

Statement of Principles

John Colet is committed to:

1. Providing a curriculum that meets the physical, mental, emotional and spiritual needs of its students. This includes providing:
 - a. Access to healthy food and physical activities;
 - b. Stimulating subject content, as well as thought provoking discussion;
 - c. Exposure to the richest literature, art and music, and the finest moral and ethical principles;
 - d. A daily experience of peace and stillness, and input from the great teachers of mankind.
2. Establishing a culture that is supportive and responsive to students' individual needs and differences.
3. Keeping students challenged, interested in and nourished by learning by providing both whole of school and targeted enrichment opportunities

Scope of policy

This policy applies to families seeking enrolment in the School.

1. Enrolment Acceptance Policy

- 1.1 Applications are processed in order of receipt.
- 1.2 Acceptance of a child's enrolment is subject to:
 - a. The availability of a place in the relevant class;
 - b. Availability of a place in the School as a whole;
 - c. Appropriate age: Children for Lower 1st should turn four by 31 July in the year prior to enrolment. Consideration may be given to students who turn four by 31 August under special circumstances. The same applies for children enrolling in older classes.
 - d. The ability of the School effectively to educate the child;
 - e. Priority placement on the Waiting List will be given to:
 - i. Children of graduates of the School or affiliated Schools;
 - ii. Siblings of present students or graduates of the School or affiliated Schools.
 - f. The Headmaster makes the final decision whether a child will be accepted for enrolment.
- 1.3 The School will forward a letter of confirmation of enrolment to the parents or caregivers.
- 1.4 Enrolment is conditional upon the parents/caregivers agreeing to abide by the School's ethos and policies.

2. Children with disabilities

- 2.1 In accordance with the School's Support and Enrichment Policy, if a family wishes to enrol a child with a disability, a Disability Planning Meeting (DPM) may be organised

between the parents/guardians, Headmaster, Learning Support Co-ordinator, teacher and any relevant therapists prior to an offer of enrolment.

2.2 Families may be asked to provide obtain and supply any relevant reports to the School.

2.3 The purpose of this DPM is to assess the needs of the child and the ability of the School to meet them, and if so, to agree on a plan for the child.

2.4 If a child's disability becomes evident after enrolment, and teachers, parents/guardians or other employees identify the child as being at risk of not achieving without intervention, an Application for Learning Support needs to be completed and forwarded to the Learning Support Co-ordinator. A DPM will then take place to assess the child's needs and agree to a plan.

3. Enrolment Procedure

3.1 Application for Waiting List:

- a. Parents/guardians complete the Application for Waiting List.
- b. The child is then placed on the waiting list for the appropriate year.
- c. Information regarding school events will be sent regularly.

3.2 Interview:

Up to 18 months prior to the proposed enrolment an interview with the Headmaster is arranged. For students applying for immediate enrolment a Trial Day is required and an interview with the Headmaster will be scheduled with parents afterwards.

3.3 Enrolment Contract:

- a. After the interview, an Offer may be extended. If an Offer, is extended it, along with the Enrolment Contract is sent to parents/guardians.
- b. Parents/guardians complete and submit the Enrolment Contract with a deposit to secure a place. The non-refundable deposit is made up of the non-refundable Enrolment Administration Fee and the Confirmed Acceptance Fee which is taken off the Capital Bond, unless the placement is cancelled by the parent, prior to the agreed commencement date, in which case it is non-refundable.

3.4 Confirmation of Enrolment:

The School then sends a letter confirming the child's enrolment.

3.5 Introductory Half Day:

The child attends an Introductory Half Day to meet the class teachers and class members.

9: Other school policies

The current version of John Colet School Policies can be viewed on the School website <http://www.johncolet.nsw.edu.au>, with further details and internal policies available by request from the School Reception.

| Summary of Policy | Changes in 2021 | Access to full text |
|--|-----------------|---|
| <p>Student Welfare The school and its teachers owe a common law duty of care to take reasonable steps to protect students from any injury that may be reasonably foreseen. This requires teachers and the Headmaster not just to react to situations as they arise but to engage in appropriate risk management to reduce the risk of injury. We developed the policies in response to student health and welfare risks that we have identified, key risk areas are addressed</p> | Nil | The full text of the school's student welfare policy can be accessed by request from the principal, from the school website and intranet. |
| <p>Anti-Bullying We recognise our duty to provide a safe and positive learning environment for students where individual differences and diversity within the community are respected and accepted. Bullying and harassment are not tolerated. It is our policy that:</p> <ul style="list-style-type: none"> a. we create a 'no bullying' culture within our community b. bullying be managed through a 'whole of community' approach involving students, staff and parents/carers c. bullying prevention strategies be implemented on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately d. bullying response strategies be tailored to the circumstances of each incident e. staff establish positive role models emphasising our 'no bullying' culture f. bullying prevention and intervention strategies are reviewed on an annual basis against best practice | Nil | The full text of the school's anti-bullying policy can be accessed by request from the principal, from the school website and intranet. |
| <p>Discipline We seek to develop a culture of positive</p> | Nil | The full text of the |

| Summary of Policy | Changes in 2021 | Access to full text |
|--|-----------------|--|
| <p>discipline by setting clear expectations of students and encouraging positive behaviour.</p> <p>Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions</p> <p>Corporal punishment is prohibited in all forms. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.</p> | | <p>school's discipline policy can be accessed by request from the principal, from the school website and intranet.</p> |
| <p>Complaints and grievances resolution</p> <p>John Colet School welcomes feedback from all members of the School community and takes all complaints or concerns that may be raised seriously.</p> <p>Parents can first raise a concern directly with the relevant staff member. Even if the issue is resolved informally, all staff are required to log issues through our complaints management system so we are able to identify any systemic issues arising, and take appropriate rectification action.</p> <p>If you have been unable to resolve a matter informally, or simply wish to make a formal complaint you can do so by email, or by writing or phoning te Deputy Head of School.</p> <p>The school will respond and manage any complaint with procedural fairness.</p> | <p>Nil</p> | <p>The full text of the school's complaints and grievance resolution policy can be accessed by request from the principal, from the school website and intranet.</p> |

10: School determined priority areas for improvement

| Key Focus Area | 2020 Priorities - areas for improvement | Achievements in 2021 |
|--------------------------------------|--|---|
| Educational Provision | <p>Ensure assessment programs are robust and are clearly matched to the new school reporting format.</p> <p>Further develop the new school management system to support teaching and assessment.</p> | <p>Successful pivot to remote learning in Term 3 2021 in response to COVID-19 lockdowns.</p> <p>Continue into 2022</p> |
| Governance Management and Finance | <p>Provisions for staff retention such as salary packaging and the provision of an Employee Assistance Program (EAP) in place.</p> <p>Produce a compliance schedule for the Board.</p> <p>Identify external legal support.</p> | <p>Salary packaging and EAP in place.</p> <p>Compliance schedule produced and updated regularly.</p> <p>Legal support identified.</p> |
| Community and communication | <p>Further develop the new school management system to support school communication.</p> <p>Develop plan for donor and alumni communication, events and fundraising.</p> <p>Finalise uniform changes and determine roll out.</p> | <p>Continue into 2022</p> <p>Plan developed.</p> <p>Review of uniform options continued. Samples obtained from suppliers.</p> |
| Growth, marketing and sustainability | <p>Review marketing approach and establish short- and long-term strategy.</p> <p>Determine viability of school bus.</p> | <p>Continue into 2022</p> |
| Premises and facilities | <p>Determine short term priorities and 5-year plan for major development.</p> <p>Determine Modifications to DA for Colet House</p> <p>Determine Timeline for next building project.</p> | <p>Continue into 2022</p> |

| Key Focus Area | 2021 Priorities - areas for improvement |
|--------------------------------------|---|
| Educational Provision | <p>Review the operation of Sanskrit department.</p> <p>Review the Scripture program.</p> <p>Review readiness for online NAPLAN 2022.</p> <p>Determine the school's position on ITC.</p> <p>Prepare for 2022 roll-out of change in teaching structure.</p> <p>Further develop the new school management system to support teaching and assessment.</p> |
| Governance Management and Finance | <p>Develop regular report on costs.</p> |
| Community and communication | <p>Implement plan for donor and alumni communication, events and fundraising</p> <p>Finalise uniform changes and determine roll out.</p> <p>Further develop the new school management system to support school communication.</p> |
| Growth, marketing and sustainability | <p>Review marketing approach and establish short- and long-term strategy.</p> <p>Determine viability of school bus.</p> |
| Premises and facilities | <p>Determine short term priorities and 5-year plan for major development.</p> <p>Determine Modifications to DA for Colet House.</p> <p>Determine Timeline for next building project.</p> |

11: Initiatives promoting respect and responsibility

The School promotes Respect and Responsibility amongst its community in the following ways:

Respect

- Students are asked to address staff and each other in a respectful and courteous manner using full names and, in the case of adults, titles.
- Students stand whenever an adult enters their classroom and greet them politely;
- The school has a strict “no swearing” policy which promotes respectful speech between students;
- Students are encouraged to practice respect and service in the home;
- The general discipline policy and core values of the school which are revisited regularly in assembly, weekly newsletter and in class have, as one of their fundamental principles “to work together with love, honour and **respect** for one another”.

Responsibility

- All children are encouraged to take responsibility for their possessions, their personal appearance and their actions.
- Particularly in relation to their actions it is emphasised that, while staff will respond without fail to any incident of injustice or bullying, the injured party should also reflect on any responsibility they may have had for contributing to the incident;
- The school Discipline Policy sets out the procedure for restitution where a student who has harmed or infringed the rights of another takes responsibility for their actions and in a collaborative way makes good the harm;
- With variations for age, the children collaborate with their teacher in their learning;
- Classes are given responsibility in the management of classroom dynamics with formulation of an agreed set of class rules and values;
- The senior classes provide leadership positions such as Head Boy and Head Girl, House Captains, Head Chorister, Art Prefect, Library and Shakespeare monitors and these office holders perform a variety of functions with the support and assistance of their classmates.
- 6th class students participate in a Buddy system with the Lower First children which provides them with the opportunity to learn responsibility and leadership through scheduled ‘Buddy’ time. Buddy activities include reading stories, playing games and having conversations relating to how to be a good friend, what to expect at school etc.
- 6th class students organise the raising of money for charities of their choosing, throughout the year.
- 6th class students are responsible for designing and implementing activities on Open Day for the younger children.
- 6th class students take responsibility for setting up weekly Assembly and other events within the school.

12: Parent, student and teacher satisfaction

The school had steady enrolments in 2021. A survey was taken of parents whose children had left for high school at the end of 2020. Satisfaction in the school's curriculum, teaching and pastoral support was high as was indications as to whether this would be a school to recommend. Families choosing to leave during the 2021 year were invited to complete an exit survey. For the majority the reasons for leaving were listed as opportunities connected to high school application, local and international moves and personal reasons.

Parent involvement is actively encouraged at the school, particularly through the Parents and Friends Association (P&F), Class Parents network and the Class Reading network. The P&F met on a monthly basis, along with the Head of School, and organised many social and fundraising initiatives both large and small. Some events were unfortunately cancelled due to COVID restrictions. However, those that were able to proceed were very popular. These events reflect the enthusiasm and dedication of the whole school community including staff, parents, past students and the School Board. The P&F consulted with the school's executive management team to create a 'wish list' of items to fund raise for the school. The P&F decided on funding additional solar panels for the new building project, and as such funds raised in 2021 were rolled over to 2022.

The students are encouraged to look after and respect each other and the school. At the sit - down lunch served each day, the students serve their classmates and are responsible for ensuring they do not go without. At play, they are encouraged to include everyone in their games. Sportsmanship is encouraged through the 'Best and Fairest' award, where points are awarded to those students displaying the highest level of team skills. Students performed very well considering periods of home learning and the staff responded exceptionally well in adjusting their teaching, and supporting students both academically and emotionally. Similarly, parents on the whole were very supportive of the steps taken by the school and also played an important role in home learning.

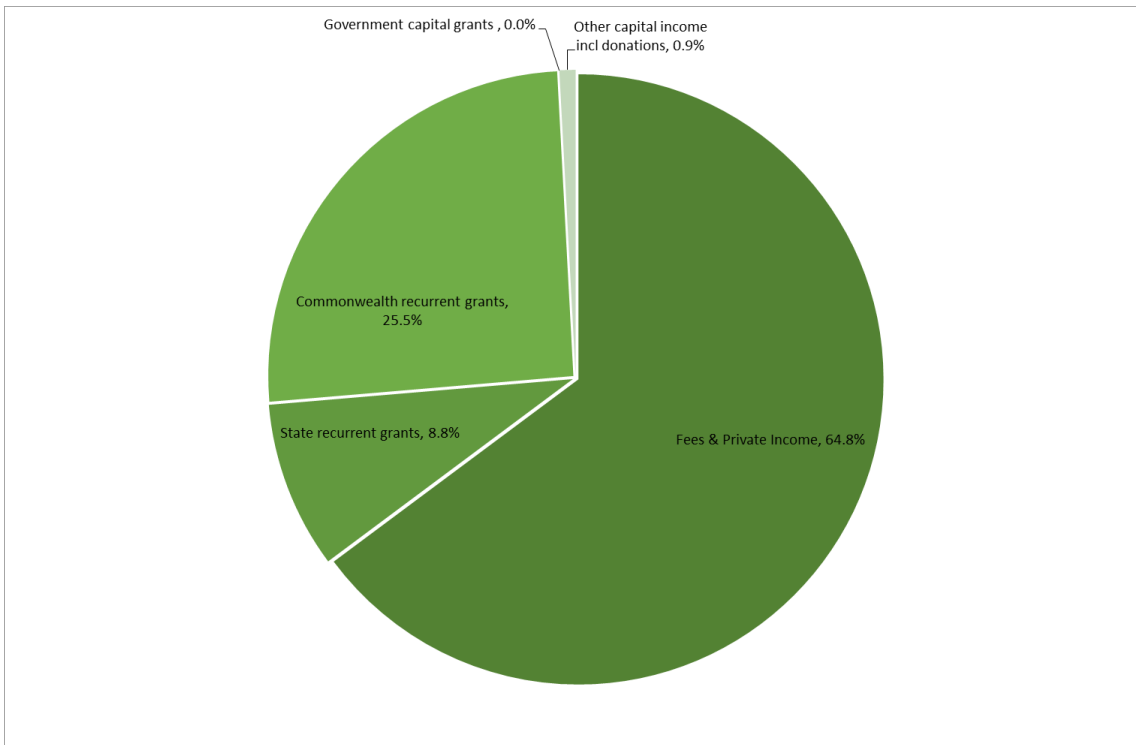
Informal feedback indicates that all students feel safe at the school and believe they are treated fairly. The students are canvassed by the teaching staff to ensure that all is well and this helps to bring any matters to light that might need attention.

The Head of School has a weekly lunch with a selection of 6th Class students. These occasions provide an excellent forum for the student leaders to give their frank views and experiences of situations which inform a more rounded response. It also builds mutual respect and understanding.

13: Summary financial information

This information is taken from the information to be provided by the school for the Australian Government's Financial Questionnaire.

Graphic 1: Recurrent/Capital Income



Graphic 2: Recurrent/Capital Expenditure

